



2020 – 2021 Continuing Approval Review Report Wiley College

Purpose

Texas Education Agency (TEA) Program Specialists, Lorrie Ayers and Angela Von Hatten conducted a five-year Continuing Approval Review of the educator preparation program (EPP) at Wiley College from May 18-20, 2021. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Dr. Kristi Young, was identified as the program Legal Authority and was replaced at the time of the review by Dr. Howard Gibson. Mr. Billy Moody was identified as the primary EPP contact for the review process. The EPP at Wiley College was approved on May 4, 1970. At the time of the review, the EPP was rated Accredited-Warning (Year One). The risk level was Stage 1 (high). The EPP reported two (2) finishers for the 2018-2019 academic year and no finishers for 2019-2020.

At the time of the review, the Wiley College EPP was approved to certify candidates in the Teacher certification class. The EPP is approved to offer the undergraduate (U), post-baccalaureate (PB), and alternative (ALT) routes to certification; although, the EPP is not actively certifying candidates through the PB and ALT routes.

Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a "Virtual On-site" format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to the Teacher certification class in all certification routes offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. A Compliance Plan was developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

EPP staff participating in the review at various stages were: Dr. Kristi Young, Dr. Howard Gibson, and Mr. Billy Moody.

Data Analysis

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on Monday, May 17, 2021. Additional EPP documents, including records for 9 candidates, were submitted on May 13, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

Findings, Compliance Issues, and Recommendations

"Findings" indicate evidence collected during the review process. If the program is "not compliant" with any identified component, the program should consult the TAC and correct the



issue immediately. A “Compliance Plan” was drafted during the review that identifies compliance issues to be addressed and a timeline for completion. “Recommendations” are suggestions for general program improvement and no follow up is required.

COMPONENT I: GOVERNANCE (19 TAC Chapter 228)

Findings

- The Status Report, benchmark documents, and degree plans provided evidence of compliance with TAC related to Governance.
 - It was reported in the Status Report that advisory committee membership, activity, member training, and meeting frequency have met requirements in 19 TAC §228.20(b).
 - Program staff revealed the advisory committee had not met in 2019-2020 due to the COVID-19 disruption but plans to resume in 2020-2021 are in place.
 - The governing body has provided sufficient support and resources to the EPP. Staff participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
 - The Wiley EPP calendar follows the College enrollment cycle. Candidates are admitted with at least 30 semester credit-hours as well as 30 field-based experience (FBE) hours obtained through an introductory education course. The intent of the early training is to ensure candidate commitment to the educator preparation process prior to enrollment in the EPP. [19 TAC §228.20(g)]
 - The Status Report for the EPP Review was submitted on May 17, 2021, as required. [19 TAC §228.10(b)(1)]
 - The Wiley College EPP has met the requirements to offer clinical teaching in the PB and ALT routes; however, those programs were inactive as of the date of this review. [19 TAC §228.10(c)]

Compliance Issues to be Addressed

None

Recommendations

- Resume advisory committee activity in a virtual platform if necessary during the ongoing COVID-19 disruption.
- Consider removing the PB codes from certificate inventory if the college decides not to pursue offering graduate degrees.
- If the EPP retains online courses after the COVID disruption, the EPP must submit an amendment letter to TEA notifying of the program amendment.

Based on the evidence presented, the Wiley College EPP is compliant with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.



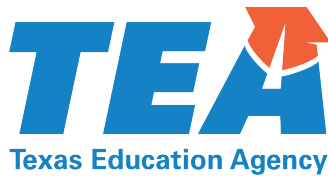
COMPONENT II: ADMISSION (19 TAC Chapter 227)

Findings

- The admission and completion requirements were published on the website and in the Candidate Handbook posted on the website. The effects of supply and demand on the educator workforce in Texas and the performance of the EPP over 5 years were not published as required in 19 TAC §227.1(c)(3).
- The required notifications about criminal history background checks, the potential impact of criminal history on certification, and the right to request a Preliminary Criminal History Evaluation (PCHE) from TEA are found in the Candidate Handbook which is published on the website and is acknowledged by the applicant on the application for admission into the EPP. The Candidate Handbook, which is clearly linked on the website, is available to applicants and candidates; however, the EPP was encouraged to consider placing the criminal history information transparently onto the webpage for easy access by applicants and candidates. [19 TAC §227.1(b) and (d)]
- Requirements for admission into the Undergraduate program are published on the website:
 - An application;
 - Official transcripts;
 - GPA of 2.75 in at least 30 semester credit-hours;
 - Submit a preliminary background check application;
 - Program coursework is at or above a “C” grade level;
 - Be current in all financial obligations to the College;
 - Complete 12 to 15 credits in content courses as prescribed in the respective chosen area of teacher certification;
 - Complete a qualifying interview; and
 - Provide evidence of Code of Ethics training.

The handbook identifies three (3) recommendations and a resume as additional admission requirements. Completed FBE hours were also collected at admission. EPP staff were encouraged to review all sites where admission requirements are identified and align them all to agree.

- It was noted to program staff that completing program coursework at or above a “C” grade level should not be an admission requirement but instead appears to be an expectation for maintaining enrollment, and if so, should be clarified on the website.
- Transcripts, letters, resumes, and signed documents were reviewed for 9 candidates as evidence the EPP meets or exceeds admission requirements in TAC. Eight of the candidates were enrolled or had completed the (U) program and one (1) candidate was an ALT candidate.
 - Each candidate met the required institution of higher education (IHE) enrollment or degree requirement. [19 TAC §227.10(a)(1-2)]



- Candidates exceeded the minimum GPA requirement for admission. Eight of the 9 transcripts reflected a GPA higher than 3.0. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants are required to demonstrate content knowledge prior to admission by having completed at least 12 semester credit-hours in the content area for which they are admitted, or 15 hours if the content area is math or science at grade 7 or above. Eight of the 9 candidates exceeded the requirement, while one (1) candidate had completed 11 hours but had not passed a pre-admission content test (TX PACT) as required in 19 TAC §227.10(a)(4). EPP staff were reminded that a candidate that does not meet the subject specific content-hour requirement must pass a TX PACT to qualify for admission.
- Applicants must demonstrate basic skills prior to admission. Each candidate completed 30 credit-hours or more of college coursework which meets one of the exemptions allowed in 19 TAC §4.54. [19 TAC §227.10(a)(6)]
- All candidates met the English language proficiency requirement through the college. [19 TAC §227.10(a)(7)]
- Each of the 9 records contained an application for admission and a scored interview as a screen to determine appropriateness for the certification sought which meets requirements in 19 TAC §227.10(a)(8). Candidates completed an additional reading screen which was used for determining reading skills to inform remediation provided to candidates in the area of reading.
- Each of the 9 records contained the additional admission requirements including three (3) letters of recommendation and a resume which meets the requirement in 19 TAC §227.10(b).
- The EPP has implemented the formal admission process. Letters offering admission and signed acceptance by candidates were found in 8 of the 9 records. One (1) candidate was admitted prior to the effective date of the formal admission requirement so evidence was not expected in the record for that candidate. The date of formal admission was not apparent in the offer letter; however, for each of the 8 candidates, the date was embedded in a follow-up letter that contained instructions for setting up an Educator Certification Online System (ECOS) account. 19 TAC §227.17(d) requires the “effective date of formal admission to be included in the offer of admission” so EPP staff were advised they will need to update the formal admission process to include the admission date in the offer letter. Options for embedding the formal admission date in the offer letters were discussed with EPP staff.
- 19 TAC §227.17(e) requires the EPP to notify TEA of each candidate’s admission within 7 calendar days of the formal date of admission. The EPP has not consistently implemented this requirement. None of the 8 candidates had been reported to TEA through the ECOS within the time limit.
- It was noted that one (1) candidate had been admitted “contingent” upon submitting required documents. EPP staff were advised that contingency admission, as detailed in 19 TAC §227.15, requires that applicants meet all admission requirements except the required degree to be contingently admitted. As such, applicants to an undergraduate program would not qualify for



contingency admission and must meet all published admission requirements to be accepted into the EPP.

- Per 19 TAC §227.19(a), the average GPA of an incoming class must be 3.0 or higher. The EPP maintained a GPA higher than 3.0 for three (3) out of four (4) years. The average across the four (4) years is above 3.0. EPP staff were encouraged to more closely monitor the incoming class GPA to ensure it stays at 3.0 or higher each year.

Compliance Issues to be Addressed (see Compliance Plan)

1. [19 TAC §227.1(c)(3)] Update the EPP website and/or the application for admission to include the required information that must be available to all applicants.
2. [19 TAC §227.17(d)] Update the letter used to offer formal admission to applicants to reflect the official date of formal admission.
3. [19 TAC §227.17(e)] Update the admission process to ensure admissions staff create admission records in ECOS within 7 calendar days of the formal date of admission identified in the formal offer letter.

Recommendations

- Transparently place information on the website regarding the fingerprinting requirement, the potential impact of criminal history on certification, and the right to request a PCHE.
- Monitor the incoming class average GPA so that it does not fall below 3.0.

Based on the evidence presented, the Wiley College EPP is not compliant with 19 TAC Chapter 227 - Admission Criteria.

COMPONENT III: CURRICULUM (19 TAC §228.30)

Findings

- Syllabi, coursework samples, and self-reported information on the Status Report were used to determine if the curriculum met the requirements in TAC. The Core Subjects with Science of Teaching Reading EC-6 certificate area was selected for the curriculum review.
 - There was sufficient evidence that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework; however, there was limited evidence that the standards for instruction in the Science of Teaching Reading (STR) have been added to the curriculum. Syllabi reflected the STR training included modules from the Reading Academies (which are not applicable to educator preparation curriculum) and a commercial test preparation package, "240 Tutoring". The EPP will need to update coursework to provide the required standards-based instruction in the area of the STR. [19 TAC §228.30(a)]



- The EPP uses assessments to measure candidate progress. Rubrics were included to evaluate performance assessments. EPP staff were encouraged to include more performance activities and assessments in coursework for all candidates in all certificate areas. [19 TAC §228.40(a)]
- There was insufficient evidence to support the curriculum is research-based. Most of the syllabi were outdated and EPP staff could not identify recent curriculum updates. [19 TAC §228.30(b)]
- The following required subject matter has been included in the curriculum for all candidates:
 - Instruction in detection and education of students with dyslexia; [19 TAC §228.30(c)(2)]
 - The skills educators are required to possess, the responsibilities they are required to accept, and the high expectations for students in Texas; [19 TAC §228.30(c)(4)]
 - The importance of building strong classroom management skills; [19 TAC §228.30(c)(5)]
 - Appropriate relationships, boundaries, and communications between educators and students; [19 TAC §228.30(c)(7)]
 - The five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency); [19 TAC §228.30(d)(2)]
 - The English language proficiency standards (ELPS); and [19 TAC §228.30(d)(1)]
 - The skills and competencies in the Teacher standards in 19 TAC Chapter 149.
- There was insufficient evidence that the following required topics are included in coursework for all candidates:
 - Instruction in the Texas Educators' Code of Ethics (ECOЕ); [19 TAC §228.30(c)(1)]
 - Instruction regarding mental health, substance abuse, and youth suicide; [19 TAC §228.30(c)(3)]
 - The framework in this state for teacher and principal evaluations; [19 TAC §228.30(c)(6)]
 - Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum; and [19 TAC §228.30(c)(8)]
 - The pre-kindergarten guidelines (for candidates seeking certification in early childhood certificate areas). [19 TAC §228.30(d)(3)]
- EPP staff noted that instruction in the ECOЕ is interspersed across numerous courses; however, the TEA review team could not find sufficient evidence based on documents presented for review.



Compliance Issues to be Addressed (see Compliance Plan)

1. [19 TAC §228.30(a)] Review and update curriculum to ensure the standards and the test framework domains and competencies for the Science of Teaching Reading are included in the coursework for candidates pursuing certificates that require the STR exam.
2. [19 TAC §228.30(b)] Review and update curriculum based on research and/or update syllabi to reflect bibliographies of research used to revise curriculum for each course required for Core Subjects EC-6 candidates.
3. [19 TAC §228.30(c)] Review and update coursework where appropriate so that all candidates receive instruction in the ECOE.
4. [19 TAC §228.30(c)(3)] Review and update coursework where appropriate so that all candidates receive the required training in mental health, substance abuse, and youth suicide. Training may be delivered by an approved provider (the link to the provider database is on the TEA website) or may be provided by the college if it is offered as part of a degree plan.
5. [19 TAC §228.30(c)(6)] Review and update coursework where appropriate so that all candidates receive instruction in the framework for teacher and principal evaluation in Texas.
6. [19 TAC §228.30(c)(8)] Review and update coursework for all candidates where appropriate to include 1) a digital literacy evaluation; and 2) a prescribed digital learning curriculum based on the outcome of the evaluation. Note that this requirement is based on ISTE standards.
7. [19 TAC §228.30(d)(3)] Review and update coursework offered to candidates pursuing certificates that include “early childhood (EC)” where appropriate so that the pre-kindergarten guidelines are woven into the coursework.

Recommendations

- Update coursework in all areas to include more performance-based activities and assessments.

Based on the evidence presented, the Wiley College EPP is not compliant with 19 TAC §228.30-Curriculum.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT (19 TAC §228.35)

Findings

- The EPP requires undergraduate applicants to complete a required introductory course and FBE hours prior to admission. There is no evidence that the program has any other policy for accepting prior coursework/training in lieu of coursework to be completed.



- Degree plans, candidate benchmark records, and the Scope and Sequence document submitted by EPP staff for the review provided evidence that candidates complete more than 300 clock-hours of coursework which meets the requirement in 19 TAC §228.35(b). Coursework is completed prior to clinical teaching.
- The candidate handbook contains a list of questions and tasks that guide a candidate in completing the FBE hours. EPP staff reported that candidates complete 55 hours of FBE including the 30 completed prior to admission. Per EPP staff, documentation is retained only for the 30 hours required in TAC. EPP staff were encouraged to retain evidence of all FBE completed.
 - Records for each of the 9 candidates contained FBE logs verified by cooperating teachers. Eight candidates had logs that reflected more than 30 hours of FBE completed. Six of the candidates completed the FBE requirement in only one (1) setting.
 - None of the records contained evidence that at least 15 of the hours were interactive and there was no evidence the candidates had completed reflections of the experiences.
 - Both candidates that completed clinical teaching or internship had FBE logs reflecting more than 30 hours of FBE completed prior to beginning the clinical experience which meets the pre-service requirement in 19 TAC §228.35(b)(1).
- The website identifies that candidates must qualify for clinical teaching by meeting the following requirements:
 - Pass the TExES Pedagogy and Professional Responsibilities (PPR) and Content Pedagogy examinations;
 - Possess at least a 2.75 GPA;
 - Complete all program coursework, except for the semester in which application is made, at or above a “C” grade level;
 - Complete at least 55 hours of field-based experiences/observation;
 - Complete the federal criminal background check process (including fingerprinting) as a condition to obtain a student teaching placement. Teacher candidates are advised they may not be placed in a student teaching placement based on results of this background check;
 - Submit proof of liability insurance through membership in one or more professional education organizations: Texas State Teachers Association (TSTA), Texas Classroom Teachers Association (TCTA); and
 - Provide evidence of training in the Educators’ Code of Ethics (signatures required).
- Candidates in the undergraduate program complete clinical teaching. The candidate who was enrolled in the ALT program completed an internship. The candidate handbook identifies 14 weeks of clinical teaching are required. The experience is divided into two (2) 7-week assignments where the candidate is expected to assume full responsibility for the class for four (4) of the 7 weeks. The 7-week assignments are based on grade bands within the certificate sought. During clinical teaching, candidates are required to submit



lesson plans to the cooperating teacher and to the EPP one (1) week in advance of teaching the lesson.

- A clinical teaching log verified by the cooperating teacher revealed that the candidate completed 84 days of clinical teaching. Observation documents captured the placement and name of the cooperating teacher assigned.
- One (1) candidate in the ALT program completed an internship.
- There is some evidence that candidates completing clinical teaching or an internship are assigned a cooperating teacher or mentor because there is a handbook provided to cooperating teachers. The Cooperating Teacher Handbook provides extensive detail regarding expectations for clinical teaching and for the support provided to clinical teachers, including the requirement that cooperating teachers complete formative and summative evaluations of clinical teacher candidates.
 - There was insufficient evidence to support that the EPP consistently assigns mentors and cooperating teachers to candidates completing internships or clinical teaching because documentation for one (1) candidate did not contain a record of the mentor. EPP staff were advised to update the process for retaining evidence that qualified cooperating teachers/mentors are assigned to candidates completing clinical teaching or internships.
 - There is limited evidence of training provided to cooperating teachers and mentors. EPP staff stated they meet with the campus personnel to discuss requirements and provide training. The Cooperating Teacher Handbook contains information about expectations for cooperating teachers, but there is no evidence of coaching and mentoring training in the handbook. A bibliography of sources used to develop the training materials is provided in the handbook. EPP staff were advised to update cooperating teacher and mentor training to include training in coaching and mentoring candidates to meet the requirement in 19 TAC §228.2(14) and §228.2(26).
- Candidates in clinical teaching or internship were assigned a field supervisor per names on the observation documents.
 - There was no evidence that field supervisors met the qualification requirements in 19 TAC §228.2(18).
 - A field supervisor manual with a bibliography contains requirements/training for the field supervisor. Additionally, certificates of completion were evidence that field supervisors completed TEA-approved observation training which meets requirements in 19 TAC §228.35(g) for field supervisor training.
 - The handbook identifies that field supervisors must provide a minimum of three (3) observations during each 7-week clinical teaching assignment. Three (3) observations were completed for the candidate that completed clinical teaching which meets the requirement in TAC but does not meet the EPP requirement for the number of observations. Additionally, TAC requires interns holding an Intern certificate to have five (5) observations; however, there was only documentation for three (3).



- During observations, field supervisors do not consistently capture educational practices observed; however, they consistently document the level of proficiency demonstrated by the candidate. There was no evidence that a pre- and post-conference is held around each observation, and evidence that the observation results were shared with campus personnel is inconsistent. The observation instrument provides a place for the campus personnel to sign as an indication of receipt of the observation document but some were blank/not signed.
- The cooperating teacher and field supervisor handbooks reflect that there are two 3-way conferences where candidates, cooperating teachers or mentors, and field supervisors collaborate on candidate progress. There was no written documentation of these conferences as evidence they occurred.
- The EPP provides ongoing coaching and support to candidates completing clinical teaching by requiring attendance one (1) time per week at a class in which clinical experiences are discussed and learning is extended.
- EPP staff stated they have implemented the requirement that the campus personnel and the field supervisor provide written recommendations that the candidate was successful in the clinical teaching or internship experience and should be recommended for standard certification; however, there were no related documents in the records of the two (2) candidates who had completed clinical teaching or internship.

Compliance Issues to be Addressed (see Compliance Plan)

1. [19 TAC §228.35(a)(5)(A) & (B)] Establish policies for accepting prior coursework from military and non-military candidates.
2. [19 TAC §228.35(b)(1)] Update the process to ensure candidates complete the required number of FBE hours, including at least the minimum of 30 hours prior to beginning clinical teaching or internship.
3. [19 TAC §228.35(e)] Update the process to require candidates to complete FBE activities in a variety of settings.
4. [19 TAC §228.35(e)(1)(A)] Update the FBE process to capture that at least 15 hours of FBE include candidate engagement in instructional or educational activities. Ensure that the EPP retains evidence that candidates have completed reflections of FBE activities.
5. [19 TAC §228.35(f), §228.2(14) & 228.2(26)] Establish a process to collect and retain evidence that cooperating teachers or mentors are assigned to clinical teacher candidates or interns and that the cooperating teachers or mentors hold the required credentials.
6. [19 TAC §228.2(14) & (26)] Update training provided to cooperating teachers and mentors to include training in coaching and mentoring candidates.



7. [19 TAC §228.2(18)] Establish a process to collect and retain evidence that field supervisors assigned to clinical teacher candidates or interns hold the required credentials.
8. [19 TAC §228.35(g)] Establish a process to capture the date of the first contact between field supervisor and clinical teacher or intern.
9. [19 TAC §228.35(g)] Provide training to field supervisors to ensure they consistently capture educational practices observed during formal observations to support the level of proficiency assigned to the candidate and to inspire coaching conversations during post-conferences.
10. [19 TAC §228.35(g)] Implement a process to collect evidence that the required pre- and post-conferences are held around each formal observation and that the supervising campus personnel receive copies of the observation documents. Retain evidence in the record for each candidate.
11. [19 TAC §228.35(g)(1)-(7)] Update the observation process to ensure field supervisors conduct the required number of observations for each candidate completing clinical teaching or internship. Update the observation instrument used by field supervisors to observe clinical teachers and interns to capture the time in/time out of each observation which must be 45 minutes or more; or implement a field supervisor log that captures evidence of observation detail and is verified by the candidate being supervised.
12. [19 TAC §228.35(e)(2)(A)(iii) & §228.35(e)(2)(B)(ix)] Implement a process to collect a recommendation from the cooperating teacher or campus supervisor and the field supervisor that the candidate was successful in the clinical teaching or internship experience and should be recommended for a standard certificate. Retain evidence in each candidate's record.

Recommendations

- Retain evidence of all FBEs that are completed by candidates and not just evidence of the 30 hours required in TAC.

Based on the evidence presented, the Wiley College EPP is not compliant with 19 TAC §228.35 – Program Delivery and On-Going Support.

COMPONENT V: ASSESSMENT AND EVALUATION OF CANDIDATES AND EPP (19 TAC §228.40)

Findings

- The benchmarks identified by the EPP are admission, completion of coursework while maintaining a GPA of at least 2.75, passing a background check, and graduation.



Benchmark documents were found in the records for the candidates reviewed. [19 TAC §228.40(a)]

- After graduation, students complete an Alumni Survey which provides Wiley College staff with feedback on the quality of the courses within the college. Feedback is used to improve courses and the college experience. The School of Education has a process for reviewing and revising courses based on feedback candidates provide on a survey completed at the end of each course. Additionally, EPP staff report that they reflect on the data generated by the Principal Survey administered by TEA each year. The EPP meets the requirement for program evaluation in 19 TAC §228.40(e).
- The EPP has requirements and processes in place to determine candidate readiness to test including completing test preparation through the commercial package “240 Tutoring” and achieving a 90% or better score on practice tests. Evidence of test preparation was found in the records for 7 of the 9 candidates which meets requirements in 19 TAC §228.40(b) and (d).
- Candidate and EPP records requested for review were available which meets the requirement in 19 TAC §228.40(f) that an EPP must retain records for a period of five (5) years from the time a candidate leaves the program for any reason.

Compliance Issues to be Addressed

None

Recommendations

None

Based on the evidence presented, the Wiley College EPP is compliant with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT (19 TAC §228.50)

Findings

19 TAC §228.50 requires that during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to 19 TAC Chapter 247 (relating to Educators’ Code of Ethics).

- The record for each of the 9 candidates contained a signed ECOE document. Seven of the documents reflected signatures of acknowledgment and adherence while the other two (2) were documents reflecting the ECOE with only a candidate signature and no agreement.
- The EPP submitted evidence that three (3) staff members had electronically signed a copy of the ECOE. The EPP is encouraged to require staff to acknowledge understanding and adherence to the ECOE.



Compliance Issues to be Addressed

None

Recommendations

- Consider updating the wording on the ECOE agreement to reflect that candidates and staff “understand and agree to adhere to” the ECOE to strengthen the commitment.

Based on the evidence presented, the Wiley College EPP is compliant with 19 TAC §228.50 - Professional Conduct.

COMPONENT VII: COMPLAINTS PROCESS (19 TAC §228.70)

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The EPP complaint policy is also posted on the EPP website with a link to the TEA complaints process.
- EPP staff stated the complaint policy is posted on-site in the Dean’s office and in the meeting office. The program provides the complaint policy in writing via the Candidate Handbook that is transparently posted on the EPP webpage.

Compliance Issues to be Addressed

None

Recommendations

None

Based on the evidence presented, the Wiley College EPP is compliant with 19 TAC §228.70 – Complaints Process.

COMPONENT VIII: CERTIFICATION PROCEDURES (19 TAC Chapters 228 and 230)

Findings

- One (1) of the 9 candidates held an Intern certificate and had achieved Standard certification. Transcripts provided evidence the candidate held a bachelor’s degree at the time the certificates were issued which meets the requirement in 19 TAC §230.13(a)(1).
- Two (2) of the 9 candidates were identified as program “finishers” in the ECOS. Transcripts and benchmark documents reflected that all requirements had been met. [19 TAC §230.13(a)(2)]
- EPP staff were encouraged to stay current on certificate and test expiration dates to inform candidates and past finishers so that certificates may be issued, as applicable, prior to expiration.



Compliance Issues to be Addressed

None

Recommendations

- Follow updates for certificate and test expiration and communicate with candidates and past finishers so that certificates may be issued, as applicable if requirements are met, prior to expiration.

Based on the evidence presented, the Wiley College EPP is compliant with 19 TAC Chapters 228 and 230 – Certification Procedures.

COMPONENT IX: INTEGRITY OF DATA REPORTED (19 TAC Chapter 229)

Findings

- As required in 19 TAC §229.3(e), the EPP has consistently reported required data according to the timelines established by TEA.
- Admission data, enrollment data, and observation data are reported in the Accountability System for Educator Preparation (ASEP) within ECOS. Prior to September 1, 2019, admission data had been reported outside of ECOS via a GPA spreadsheet.
 - The GPA for each of the 9 candidates was reported accurately when compared with transcripts in the candidates' records. For 6 candidates whose admission data was reported in ECOS, the number of subject-specific content hours and the GPA of those hours had not been reported.
 - Admission dates reported for 7 of the 9 candidates either could not be verified or did not match the admission dates on documents in the candidates' records.
 - Enrollment status was reported accurately for 8 of the 9 candidates when compared with admission data, completion data, and test approval data in records. One (1) candidate was reported as pursuing the Core Subjects 4-8 certificate; however, other relevant data suggested the candidate was actively pursuing Core Subjects EC-6.
 - Two (2) of the 9 candidates had completed clinical teaching or internship and thus had received observations conducted by the field supervisor. Observation data was reported accurately for one (1) candidate when compared with observation documentation in that candidate's record; however, the duration of the observations for the second candidate could not be verified because that information was not captured on the observation instrument.

Compliance Issues to be Addressed (see Compliance Plan)

1. [19 TAC §229.3(f)(1) and [Graphic](#)] Implement a quality control process to review and ensure accuracy of data submitted each year to TEA.



Recommendations

- Enter data throughout the year instead of waiting until the end of the reporting year.

Based on the evidence presented, the Wiley College EPP is not compliant with 19 TAC Chapter 229 – Integrity of Data Reported.

GENERAL RECOMMENDATIONS AND ADVISEMENT

- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or “TX PACT”, is a content-pure assessment that cannot be used for certification purposes.
- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher programs to address changes in PACT, if necessary.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- The transition from test #291 to test #391 for issuance of the Core Subjects with STR EC-6 certificate is in process. December 31, 2021 is the last test administration date for test #291. Test #291 may be used for certification through December 2022. EPPS should begin reminding candidates about these deadlines so that certificates may be issued in a timely fashion for candidates and past finishers who have met requirements. As new EC-6 candidates meet test readiness requirements, EPPs should approve testing on #391.
- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

PROGRAM RECOMMENDATIONS FOR ALL EPPS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.



- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code;
- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

EPP AGREEMENT

“I have reviewed the EPP Report and agree that all required corrections will be made on or before September 20, 2021.”

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date